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ABSTRACT

In response to declines in enrollment and average daily attendance since 1975, Ohlone College conducted a study of student attrition which involved: (1) a telephone survey of the 2,593 students who enrolled in Fall 1979 and dropped out or withdrew from classes before the end of the quarter; (2) a mailed survey of the 15 members of the California Community and Junior College Research and Development Commission soliciting suggestions for lowering student attrition; and (3) a follow-up survey of 50 students who had participated in the initial survey asking them to evaluate the interview process. Specifically, the study sought to assess the demographic make-up of the students who withdrew, to determine their reasons for leaving, and to identify possible ways of increasing retention. Major findings of the telephone survey, based on a 46% response rate, reveal that most dropouts were white, female, high school graduates attending selected courses in the evening on a part-time basis. Conflict between work and study was the most common reason for leaving, however, 20% of the respondents indicated that they had achieved their educational goals. The study report presents a review of the literature on student attrition, summarizes the responses from each of the three participant groups, and presents recommendations for addressing the attrition problem. (JP)

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Attrition/Retention Study

fall quarter 1979

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In addition, sixty seven students were trained by Dr. Bennett Oppenheim in the art of interviewing. These same students then carried out all the telephone interviews. They performed brilliantly.

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Finally, we appreciate greatly Dr. Blowerley's interest and support in the project. His advise and counsel helped greatly.

Agape,

John Baker

John Baker
Project Director
June, 1980

ABSTRACT

A STUDY OF STUDENT ATTRITION/RETENTION
AT OHLONE COLLEGE

by

John T. Baker, Jr.

June, 1980

From Fall Quarter of 1975 to Fall Quarter of 1978, Ohlone College, located in Fremont, California, had experienced a steady decline in both enrollment and in Average Dail Attendance. Average Daily Attendance had declined from 5,083 for 1975-1976 academic year to 3,609 for 1978-1979 academic year (a 2,970 drop over a four-year period). During the academic year 1978-1979, the College experienced a fourteen percent decline in A.D.A. (4,195 to 3,609) as compared with 1977-1978. In addition, out of 7,670 students who enrolled at Ohlone College for the Fall Quarter, 1979, 2,593 students either dropped out before the first Census date, or withdrew before the last class of the Fall Quarter. This loss of students during the Fall Quarter, 1979, represented thirty-four percent of all students who started the Fall Quarter. Such losses in enrollment represented a tremendous drop in revenues for the College. Thus the College had to study ways to retain those students already enrolled. No one knew why students left and what it was that caused students to abandon their education. A study was established, based on three purposes. They were:

* To identify and analyze demographic data of students who withdrew from Ohlone College.

* To determine why students withdrew from Ohlone College.

* To identify possible actions the College could take, which would lead to an increased retention rate at Ohlone College.

Initially, student government members, student services staff and faculty were polled via a written survey about what questions they thought should be

included in a questionnaire on attrition/retention. This input was collected and used as a basis to build the survey instrument. It was decided to develop a telephone survey. Both closed choice questions and open-response questions were used. The questionnaire was field tested on five students who had withdrawn from the college during the Fall Quarter 1979 to check the reliability and validity of the instrument. Of the 2,593 Fall Quarter students who were invited to participate, 1,201 (46%) students actually were contacted and participated. Sixty-seven students after being trained in the techniques and ethics of interviewing, carried out the telephone survey. The results were collected and given to the computer services center for tabulation.

In addition to the survey of students, the fifteen members of the California Community and Junior College Research and Development Commission were surveyed about what they thought needed to happen to combat the high attrition rate. The results were collated and organized into a sub-report of the recommendations. Finally, fifty students were re-called and asked to evaluate the interview process and survey, and to again report on why they left and finally to describe their experience at Ohlone College.

The C.C.J.C.A. Research and Development Commission reported several strong directions, useful in the retention of students. First, the development of a strong support system, which included an early warning system to identify potential drop-outs; individual contact with students combined with a sense of caring, both by counselors and teachers. Secondly, special services such as tutoring, study skills center, peer counseling, hot-line, orientation program, placement testing and re-entry programs help to retain students. Thirdly, on-going institutional research, including the establishment of an ad hoc outreach and retention committee to study needs of students.

The survey of Fall Quarter 1979 students that left Ohlone College

found that the major drop-out is a white, female, between nineteen and thirty-nine years of age, who attends school in the evenings on a part-time basis, and holds a high school diploma. The primary interest reported by students for coming to Ohlone College was to take specific classes. Most students who left were recepients of a high school diploma. Of those surveyed, eighty-five percent were enrolled in eleven or less units. One out of four students had undeclared majors, and one out of five were business majors. The major reason for leaving Ohlone College was due to a conflict between job and studies. Most students reported while here, that they were satisfied with the location and cost of the school, and quality of students they met. Students reported that the College ought to develop a more flexible class schedule. Students indicated a need for improved day and evening counseling. Students also reported a need to improve lighting, walkways and parking. As for future plans, sixty-three percent stated they plan to work and another sixty percent reported that they plan to attend college again.

The follow-up survey found that students were pleased both with the interview and the questions asked. Regarding their reason for leaving, students re-confirmed they left because of work, and at the same time, reported a positive impression with the College.

Based on the results, it was recommended that first an attrition/retention task force be established to make an in depth study of the issue, to determine an institutional plan of attack, to secure the support of staff, faculty and students, and finally to carry it out. Second, ways be developed to improve contact between students and their instructors, counselor and other staff. Third, it was recommended that the scheduling of classes be examined, to find ways of developing more flexible scheduling. Fourth, academic advisement must focus more on the undeclared major, the student who often

drops out during the first six weeks of class. Fifth, physical aspects of the campus such as lighting, parking lots, and stairs need improvement. Sixth, is the establishment of an on-going research program to examine different aspects of the population being served. The seventh and final recommendation, which could be carried out by an attrition/retention task force is the carrying out of a marketing audit to determine who our major markets are, how these students perceive us, who our competitors are and to establish some short-run and long-run objectives to retain present students at the College.

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CHAPTER I

BACKGROUND AND SIGNIFICANCE

From Fall Quarter of 1975 to Fall Quarter of 1978, Ohlone College, located in Fremont, California, had experienced a steady decline in both enrollment and in Average Daily Attendance. Average Daily Attendance had declined from 5,083 for 1975-1976 academic year to 3,609 for 1978-1979 academic year (a 2,970 drop over a four-year period). The Average Daily Attendance (A.D.A.) represented fifteen hours of class contact per week for one academic year. During the academic year 1978-1979 the College experienced a fourteen percent decline in A.D.A. (4,195 to 3,609) as compared with 1977-1978. Enrollment followed a similar pattern. During the Fall Quarter, 1975, 9,050 students enrolled at Ohlone College. In the Fall Quarter, 1978, the student enrollment dropped to 6,703, which represented a twenty-six percent loss in enrollment since Fall Quarter, 1975. Finally, in Fall Quarter, 1979, an increase in enrollment was experienced. 7,670 students enrolled during the Fall Quarter, 1979, which represented a thirteen percent increase in enrollment from the previous 1978 Fall Quarter enrollment.

While this increase was a source of good news, out of 7,670 students who enrolled at Ohlone College for the Fall Quarter, 1979, 2,593 students either dropped out before the first Census date, or withdrew before the last class of the Fall Quarter. This loss of students during the Fall Quarter, 1979, represented thirty-four percent of all students who started the Fall Quarter. According to the College Registrar, the College over the years has lost between twenty-five percent and thirty percent of those who initially enrolled at the start of each Fall Quarter. The College Registrar also reported that most

Community Colleges have reported similar losses over recent years. Such losses in enrollment represented a tremendous drop in revenues for the College, in addition to a considerable waste of the staff's time and energy. For the College to lose over one-third of the student enrollment during a quarter represented an unsettling impact on programs being offered and ultimately had become a disruptive force on students, staff and the overall quality of the educational processes at Ohlone College.

The issue of enrollment had, over the years, gained nationwide interest among educators. The American Council of Education (1980) reported that three out of ten college freshmen (thirty percent) probably will never graduate. The Council, after examining retention studies from around the nation, came up with the following predictions for a typical group of ten freshmen:

* Four will graduate from their original college within four years.
* One will graduate from that institution after four years.
* One will drop out and never go to college again.
* Four will transfer to another institution where two will graduate and two will not.

Enrollment changes taking place in higher education today are dramatic. Based on Census Bureau statistics and HEW data, Noel (1976) anticipated that by 1991 there would be a half-million fewer degree-students entering college than in 1974, a drop of twenty-eight percent.

A recent Carnegie Commission report (1980:11) said that "Overall, the traditional college-bound group of eighteen to twenty-four-year-olds will decline by twenty-three percent by 1997." The report continued:

> Using such projections, the council concludes that enrollments will remain relatively constant until the Fall of 1983 and then decline through the Fall of 1988. They will remain relatively constant through the Fall of 1990, and then decline even more sharply from 1991 through 1997. Thus colleges in general have about three more full academic years to prepare themselves for the onslaught of the first slide.

Writing about student enrollments in New York State Colleges, Nutter (1978) found that excessive attrition could be costly, resulting in lost revenues, underutilized facilities, and the need for extensive recruiting efforts. Jackley and Henderson (1979) cited some startling facts showing the importance of student retention in the eighties. They found that in the continual search for students to fill classroom seats and dormitories, college administrators too often overlook an obvious pool: those students who were already enrolled in their institutions. Retaining students until they graduate would not only help maintain the quality of the student body, but also would save institutional, state and federal investments. A large state university calculated that the institution's forty-one percent attrition rate over five years implied an annual loss of tuition revenues approaching $10 million. Because institutions could no longer depend on an increasing college-age population in the 1980s to relieve such a tremendous financial loss, the need to examine the attrition phenomenon became urgent.

The loss in enrollment combined with statewide voter approval of a home-owners' tax reduction, from which community colleges had received a large portion of their revenue, meant that Ohlone had to find ways of stabilizing its enrollment. High attrition had a negative impact on the institution. Taxpayers had no interest in supporting any institution that appeared to be a poor investment. Cosand (1979) reported that the turnover rate in the community colleges was high, some of which was defensible and positive. For the student who had completed his/her objectives in a few weeks, months, or a year, there was no negative connotation with respect to the student's departure.

The student was <u>not</u> a drop-out, although certain research studies used the label indiscriminately and created data which did a disservice to the community colleges. The need for data to counter these invalid and destructive

conclusions was urgent, and research in community colleges to this effect was long overdue. For those students who did leave because of an inability to achieve, there was a problem with a negative connotation. These were drop-outs and the numbers and percentages contributed to a negative image for the community colleges throughout the fifty states. For those students who didn't achieve and who continued on at the expense of the taxpayer, there was even greater damage done to the credibility of the institution, for the standards of instruction became suspect.

Batdorf (1979) found that with few exceptions, between thirty and forty percent of all entering first-term freshmen leave the community college after or prior to completion of that initial quarter of enrollment. These students who dropped out were not only costly in terms of lost continuing enrollment, but they generated relatively little in the way of educational resources even during their single term of enrollment. While such loss in enrollment was costly, a word of caution must be given. Not all students who dropped out did so for wrong reasons. Dropping out for some students represented a wise decision. Dropping out did not necessarily mean failure on the part of the student or the college.

Cope (1978) found that many students simply terminated their enrollment when they had fulfilled their objectives. Others found higher education unsuited to their needs and skills. After talking with hundreds of students who had withdrawn from college temporarily or permanently and reading their survey responses, it was difficult to say that the experience of withdrawal had a negative effect--either immediate or long-term--on their self-image, world views, or even aspirations. The more academically inclined usually completed college somewhere, while those who were uncertain about the value of college in the first place or who realized their talents were not useful in the academic world went on to work, married and raised children, and in

general became constructive citizens.

Fountain (1978) supported Cope's conclusions when he reported that in some instances leaving school or withdrawing from a course represented a wise educational decision while in another circumstance, the same behavior represented a poor or faulty decision. In the first instance, a "stop out" or "withdrawal" decision might be a valid, legitimate decision based upon sound advice given by instructors or counselors, whereas the second might reflect the behavior of a poorly motivated, uninformed student who had not utilized the resources of the college effectively. These two categories were not easily delineated with the open door admission policy of the community college system.

During 1978-1979 the California State Legislature, given the task of financing community colleges, developed a formula based on A.D.A. for 1979-1980. Ohlone College again suffered, for increases in operating costs were based on the previous 1978-1979 academic year A.D.A. The allocation increase set by the State of California ranged between four percent and fifteen percent. Since Ohlone College experienced a severe decline in A.D.A. for 1978-1979, fourteen percent, the College received the minimum in operating cost increase income for 1979-1980, four percent. The average increase for community colleges across the state was nine point four percent. The Chabot College District next door to the Ohlone College District received a fourteen percent increase in its state allocation for 1979-1980.

Given the above evidence, Ohlone College staff had to begin to develop ways of reducing the enrollment decline. If steps were not taken and the decline in A.D.A. continued, it could be expected that college services and programs for students would have to be curtailed.

An equally promising approach was to reduce drop out rates. Astin (1975), came to that conclusion in his 1975 book. He found that while administrators

and faculty had traditionally seen recruitment as the principal means to keeping enrollments up, the reduction in the number of learners was a viable option. Note that, in four-year institutions, any change that deterred students from dropping out affected three classes of students at once, whereas any change in recruiting practices affected only one class in a given year. From this viewpoint, investing resources to prevent dropping out would be more "cost effective" than applying the same resources to more vigorous recruitment. More important from an educational standpoint, changes that helped students complete college represented a real service to them, whereas successful recruiting efforts would simply change students' choice of institution. Clearly, efforts to increase retention benefited both the student and the college.

Thus the College had to study ways to retain those students already enrolled. No one knew why students left and what it was that caused students to abandon their education. Developing a data base on why students left was a major outcome of the study, so positive efforts could be developed to retain students of the College. Based on the above evidence, a number of research questions were developed.

Research Questions

The project sought answers to the following questions:

a. Who was the student that withdrew: What demographic evidence was available on the student?

b. What were the student's reasons for withdrawing?

   1. Non-college reasons?
   2. Reasons that relate to their experience at the College?
   3. Reasons that relate to services and curriculum offered at the college?

c. If a student was withdrawing from Ohlone College for reasons not directly related to the College, what were those reasons and in what ways could the College have been supportive of the student?

d. If a student was withdrawing from Ohlone College for reasons that

directly related to the institution, and those reasons were due to some weak aspect in the College, what changes could the College make to correct the situation?

To get at answers to the above questions, several purposes were developed.

Purposes

The purposes of this study were:

1. To identify and analyze demographic data of students who withdrew from Ohlone College.
2. To determine why students withdrew from Ohlone College.
3. To identify possible actions the College could take, which would lead to an increased retention rate at Ohlone College.

Definitions

A.D.A.: Average Daily Attendance. The basic unit of funding for the College, based on weekly student contact hours, as established by the State of California.

Attrition: Refers to students who withdrew from a class prior to completion.

C.C.J.C.A. Research Committee: California Community and Junior College Association Research Committee, which undertakes research related to California Community Colleges.

First Census Date: Monday of the fourth week of each regular quarter; to meet state reporting requirement.

No Show: (N/S) A student who signed up for class, did not attend, and was dropped before the first census date in the quarter.

Quarter: Common usage had designated the quarter as being a period of instruction one-third of the 175 days required for the academic year.

Retention: The act of retaining students who are already enrolled in the College.

Withdrawal (from college): A "withdrawal" was a student who (a) had initiated action to cancel enrollment in all courses or (b) had had such

action initiated by authorized college personnel in accordance with college policy.

Assumptions

The following assumptions were made regarding this study:

1. That students who withdrew did so because of financial reasons, personal reasons, need to work.
2. That the problem of student population decline would, if not addressed, have a strongly negative effect on the College.
3. That students who withdrew were willing to cooperate with a telephone interview.
4. That students withdrew because the College did not provide the education the students needed.
5. That students withdrew because they got what they wanted.

Limitations

The population studied included only students who were no-shows or who withdrew after the first census date of Fall Quarter, 1979, and did not return Winter Quarter, 1980. Ohlone College served mostly a white, middle-class population and was located in a suburban community near the southern portion of the San Francisco Bay Area. The results would not apply to a metropolitan or rural area, as different cultural and ethnic backgrounds prevailed. Student age, maturation and background were also variables that were not controlled in this study. The contents related primarily to Ohlone College and not necessarily to other community colleges.

The group surveyed included new students, those who have never attended Ohlone College before, returning students, and those who had previously taken classes at Ohlone College. Possiblity existed that students who withdrew and left the area were not able to be contacted. Some students refused to answer questions over the telephone, while others responded, but gave innacurate data. A subgroup of fifty students was interviewed to seek

further knowledge about why they withdrew.

The following sections will include the methodologies used in the study, results of the study and recommendations.

CHAPTER II

PROCEDURES AND METHODOLOGY

Institutional Proposal

A proposal based on the above purposes was developed and presented to the management team for their support.

The project was developed during Fall Quarter 1979, implemented during the Winter Quarter 1980, and concluded during the Spring Quarter 1980. In addition to a description of the project, and specified time lines, a project budget was also presented which included paper, duplicating, clerical support, mailing costs, and computer costs. The proposal was endorsed by the management team and President of the College on September 25, 1979.

Methodology

After endorsement for the project was given, an advisory committee was established, which included the Dean of Counseling, Student Body President, Faculty Senate President, two counselors, two other faculty and one other student. The committee agreed to assist with the development of the survey instrument and meet to review the on-going progress of the project, to offer input and to critique the results of the survey.

Initially, student government members, student service staff and faculty were polled via a written survey about what questions they thought should be included in a questionnaire on attrition/retention. This input was collected and used as a basis to build the survey instrument. Questions were based on material on questionnaire development by Payne, Oppenheimer,

Bower, Kintzer, and Patrick. Both closed choice style questions and open-response questions were used, for they provided two levels from which to view a subject. The instrument was developed jointly with the advisory committee. The questionnaire was field-tested on a group (5) of students who had withdrawn from the college during the Fall Quarter 1979, to determine the clarity, reliability and validity of the instrument. After this process, questions were deleted, and some changed for clarity. The length of the interview was between eight and nine minutes. The questionnaire was finally sent to Dr. Paul Preising, the Director of Research and Development at San Jose City College. He critiqued the instrument, and suggested some minor changes, which were included in the final draft. The final draft was sent to the duplicating center (Appendix III).

With the help of the advisory committee, and input from the Computer Services staff, it was decided to conduct a telephone survey. Thus the instrument was developed with that in mind. Material by Trinchero, Calcagno, and Wile on telephone surveys was used in the development of the questionnaire. The instrument was to be administered during the Winter Quarter, 1980, to all Fall Quarter students (2,593) who dropped out before the first census date and to students who withdrew after the first sensus date and before the end of the quarter. Initially, a letter from the College President was sent to all students to be surveyed, explaining the purpose of the survey, describing how they would be contacted and encouraging students to participate. A special projects class was developed by the Sociology Department to train sixty-seven students in the ethics and procedures of telephone interviewing. Students role-played the interview several times to acquaint themselves with the material and to become more at ease with the interviewer's process. The study was ready to be implemented. Once all telephone interviews were completed, a group of fifty students

initially surveyed by telephone were interviewed in person to discuss the survey questions in greater depth.

After the survey responses were collected, the data were given to data processing for tabulation of responses. The results were organized in the following ways: Data processing was asked to compare specific characteristics; i.e., age, evening/day student, against specific questions; analysis included how specific groups responded to questions; results were organized using table of contents and page number.

A survey of the California Community and Junior College Association Research Committee (C.C.J.C.A.--15 persons) was carried out to determine what they thought needed to happen to combat the high attrition rate which existed in most community colleges in California.

Members of the C.C.J.C.A. Research and Development Commission have been involved in attrition/retention over the past decade, and were in touch with a variety of programs which have been carried out to retain students. As a body, members represented community colleges from across the State of California. Their views on what ways have been useful in fighting attrition were thought to add another dimension to the study. That input was to be used in the development of recommendations.

Nine responses were received. The survey instrument was pre-tested on four counselors at Ohlone College, to make sure it was clear and perceived as useful. The survey was mailed to all committee members. A follow-up reminder card was sent to each participant. The results were collated and organized into a sub-report, including recommendations (Appendix I). This sub-report was given to the Advisory Committee and sent on to the President of the College. The survey of the C.C.J.C.A. Research Committee members only reflected that group's perspectives of what actions they believed would be useful to community colleges. Since they came from other community

colleges and had no direct contact with Ohlone College, the knowledge may be limited as to its usefulness; however, as a group they have extensive background in research, and continue to work on retention studies in the State of California.

Once the survey was carried out, and processed by computer services into a meaningful breakdown, conclusions and recommendations were developed. The analysis of the data is presented in the next section.

CHAPTER III

RESULTS

During the Fall Quarter, 1979, 7,670 students were enrolled. Of these, 2,593 students either dropped or withdrew from class before the end of the Fall Quarter. These 2,593 students were contacted by letter and asked to participate in a phone interview. Of this number, 1,201 (46%) students were actually interviewed. In addition to the student survey, all fifteen members of the California Community and Junior College Association Research and Development Commission were surveyed on the question, "What are California Community Colleges doing to retain students?" Nine responses were received. Finally, fifty students involved in the initial student survey were recalled. They were asked to evaluate the survey questions and the interview process, to state again their reasons for leaving, and to describe their experience while students at Ohlone College. The results of these studies have been collected, and will be reported in this section.

California Community and Junior College Association Research and Development Commission Survey Results

Responses to the question, "What are California Community Colleges Doing to Retain Students?" brought a variety of answers from the nine respondents (Appendix I, p.40). Several strong directions were reported. First, the development of a strong support system is the key to retaining students. The Commission reported that a support system should include an early warning system to identify potential dropouts; individual contact with

students combined with a sense of caring, both by counselors and teachers, will help retain students. Secondly, special services, such as tutoring, study skills center, peer counseling, hot-line, orientation program, placement testing and re-entry programs all can work to keep people from dropping out. However, commissioners reported that all such services must be well organized and must enjoy the support of the college staff and faculty to work effectively. Thirdly, on-going institutional research, including the establishment of an ad hoc outreach and retention committee which studied the needs of students and community, would help the college keep in touch with those it served.

In addition, a number of specific responses were reported that have been useful in efforts to retain students. For instance, it was pointed out that it is during the first six weeks of classes when most students drop out. Strong personal contact between students and faculty will help students survive during this period. Since many students are undeclared majors, special effort by counselors, through guidance classes, new student orientation, and individual counseling appointments will help to keep these students in school. It was also reported that special gimmicks (free lunch coupons for persistors) simply do not work in efforts to retain students. Rather, one gets better results by minimizing isolation of students, academic boredom, and irrelevancy. Institutions which have mobilized all components of the institution towards fighting isolation of students, academic boredom, and irrelevancy have been the most successful in the retention of students. To do so also means an on-going awareness of student characteristics and student perceptions of their institutional experience. One commissioner reported that a community-wide survey was distributed to all members of the community via the regular mailing of class schedules. The survey asked questions about citizens' needs and the citizens' perceptions

of the College. Early warning systems also have been developed, which include diagnostic testing and evaluation of students with special problems. Placement testing in math and English can provide better advisement. Students doing poorly in these tests can be actively advised to take appropriate remedial courses, which lead to a reduction in attrition. Finally, instructors can call students or drop students postcards when they identify students who are running into difficulty. This kind of personal contact is thought to be helpful in retaining students who run into trouble with classes.

Interview Results: Student Retention Survey Fall Quarter 1979

As reported, 2,593 students were sent letters alerting them to the survey, and inviting them to participate. Of this number, 1,201 (46%) were actually interviewed Nineteen letters were returned. Another 132 students telephone and reported that they had never dropped out. The remaining students who did not participate, 1,241, were reported by interviewers as persons who had disconnected phones, had moved from the area, did not want to participate, and simply were people unable to be reached by the interviewers.

Student Characteristics

The demographic characteristics of the population surveyed matched closely with the reported demographic characteristics of the entire College Fall Quarter population (see Appendix II, p. 44). There was a switch regarding the time of classes between those surveyed and those in the entire College population. More evening students (55%) were surveyed than day students (45%). The entire population differs, as there are more day students (52%) than evening students (48%). However, the reported difference is not great. The only other strong demographic difference is found in the under-nineteen age group. Ten percent of those surveyed were in this group, while people under nineteen make up twenty-three percent of the total college population.

A Profile of an Ohlone Drop-Out

The major drop-out at Ohlone College, as determined by the results of the survey, is white, is between nineteen and thirty-nine years of age, is female, attends school in the evenings on a part-time basis, and holds a high school diploma.

Primary interest in coming to Ohlone College (Questions 1-4)

Students were asked what their primary interest was in coming to Ohlone College (see Appendix III, p. 46). The greatest number of students, 641 (53%), replied that their primary interest in coming to Ohlone College was only to enroll in selected courses (see Appendix IV, p. 54). Another 718 (60%) students stated that they did not come to Ohlone College to find out what they wanted out of life. Part-time students agreed that their primary interest in coming to Ohlone College was to enroll in selected courses. However, full-time students indicated their primary interest in coming to Ohlone College was to get a general education and acquire knowledge. Day-only students agreed with full-time students and reported their primary interest was general education and acquisition of knowledge. But evening-only students gave enrollment in only certain courses to be their primary interest for attending college. The majority of females and males reported that their primary interest was to enroll in only certain courses. Female and male students under the age of twenty-two reported their primary interest to be general education and acquisition of knowledge.

What is the highest degree you currently hold? (Question 5)

The degree held by most of the respondents was a high school diploma (67%; see Appendix V, p. 64). Eight percent of the students reported having received a bachelors degree and another eight percent stated they had completed an associate degree.

How many units were you enrolled in the last quarter you attended Ohlone? (Question 6)

Of those students surveyed, 1,017 (85%; see Appendix V. p. 64) took eleven or less units while 181 students took twelve units or more.

What was your last major area of emphasis or interest? (Question 7)

Those responding reflected three general areas. They were:

674 (56%) were distributed among a variety of majors
287 (24%) were undeclared
238 (20%) were business majors

Of those students surveyed, 287 students (24%) were undeclared, while 238 students(20%) were business majors and 674 students (56%) were distributed throughout a variety of majors (see Appendix VI, p. 66).

Reasons why a student might leave Ohlone College

Two questions were asked as to why a student left Ohlone College. The first question called for a forced answer response (The interviewer read a list of reasons to the student, and the student selected the ones he/she wanted). The second question again asked why the student left, and the student this time was allowed an open-ended response. The interviewer matched the student's answer against a prepared list of possible responses, and marked an "X" by the response which matched the student's answer (see Appendix III, p. 46).

First question results on why students left (Questions 8-32)

Three areas received the greatest responses from students. They were:

562 (47%) conflict between jobs/studies
236 (20%) learned what I wanted
234 (19%) home responsibility too great

Other responses for leaving were distributed among an additional twenty various reasons.

The major reason students left Ohlone College was due to a conflict between jobs and studies, followed by students learned what they wanted, and home responsibility was too great (see Appendix VII, p. 68). Both men and women reported that a conflict between job and studies prevented them from continuing at Ohlone College. Students reported that the following items

were not reasons why they left. They included military, housing, unable to find job, financial aid not sufficient, applied and could not get financial aid.

Students degree of satisfaction with Ohlone College. (Question 33-56)

The following areas received the greatest responses of high degree satisfaction from students. They were:

803 (60%) the college in general
676 (56%) location of college
647 (54%) cost of attending this school
591 (49%) quality of students

An error surfaced regarding this question (see Appendix III, p. 46). Students were asked to rank on a three-point scale the degree of satisfaction they had with each listed item. If they had no contact with an item they were to say so. However, "no contact" was not listed, and student interviewers combined "no contact" responses with "none" responses. Thus it is impossible to determine what "none" really means. This question will be corrected for future use. Students reported high satisfaction with the College in general (see Appendix VIII, p. 73). This response was followed by high satisfaction with the location of the College, cost of attending the College and quality of students in attendance at Ohlone College. Students reported that they either were not acquainted with or had no contact with financial aid opportunities, employment opportunities, and academic advisory.

Second question results on why students left (Questions 57-108)

The following areas received the greatest response from students. They were:

531 (44%) work schedule
195 (16%) availability of courses
143 (12%) family problems or duties
142 (12%) only exploring--no goals set

The greatest single response given by students for leaving was work

schedule, followed by availability of courses, family problems and only exploring int he first place (see Appendix IX, p. 78). Both the first and second questions yielded a response which indicated the major reason for leaving Ohlone had to do with work conflicts. However, the second major choice differed between the two questions. Responses to the first question reported that students left simply because they had learned what they wanted, and responses to the second question reported that students left because of the availability of courses.

What changes at Ohlone College, if any, do you think need to be made?

This was an open-ended question; responses were collated and separated into four general areas which included instructional area, student services area, campus, and college in general (see Appendix X, p. 84).

Instructional area: Forty-six students reported that the College should create a more extensive and more flexible class schedule. Thirty-one students stated that class offerings in general need to be expanded, while another thirty students want improvement in instruction.

Student services area: Nineteen students indicated a need for improved day and evening counseling. Another sixteen students reported a need to improve campus security and patrolling of the parking lot, while another sixteen students would like more social and cultural activities. Finally, fifteen students would like to see improvement in the admissions/registration process.

Campus: Concerning the campus, 114 students state that parking should be improved. Another sixty-six students request improvement in the walkways and stairs, while thirty-four people report a need for improvement in campus lighting.

College in general: Concerning the college in general, 546 (45%) students reported that no changes were necessary.

What are your future plans? (Questions 110-117)

The following areas received the greatest response from students. They were:

761 (63%) work
722 (60%) attend college

A majority of students plan to work (see Appendix XI, p. 87) while another large group plans to attend College. A majority of women between the ages of nineteen to twenty-two, thirty to thirty-nine, forty to forty-nine and over 50 plan to attend college, while men in the same age groups plan to work. A majority of men and women between the ages of twenty-three and twenty-nine plan to work.

Follow-up interview with fifty students

The results of the follow-up interview are as follows (see Appendix XII, p. 89).

Review Interview Process

Forty-seven students reported that the interviewers process was fine.

What would you change about the survey?

Forty-one reported nothing, while five students thought it was too long.

Were the questions useful?

Forty-eight students reported that the questions were not useful.

Would you add any questions to it?

Forty-nine stated no.

Discuss briefly your reasons for leaving Ohlone.

Seventeen students indicated they left because of work. Another four students reported they had never dropped out.

Discuss briefly your experience at Ohlone.

Twenty students reported their experiences were OK, while another fifteen students really liked and were pleased with the campus.

Four students indicated their satsifaction with the faculty.

Anything else?

Ten students again reported that the stairs were just too much, while twenty-nine students had no additional comments.

The above results were brought together and studied, and from these results specific recommendations were developed in the next section.

CHAPTER IV

INTERPRETATION AND CONCLUSIONS

California Community and Junior College Association Research and Development Commission Survey

It can be concluded that students can be retained if the following activities are vigoriously pursued. They are:

* Early warning system to identify potential drop-outs (i.e. entrance tests).
* Individual contact with students combined with a sense of caring, both by staff and faculty.
* Special services such as tutoring, study skills center, peer counseling, hot-line, new student orientation program, placement testing and re-entry programs.
* On-going institutional research, to assess needs of students and community.
* Establishment of an attrition/retention committee to use existing research results as a basis to develop ways to retain students and to coordinate a campus-wide response to increasing the retention of students.
* Faculty/staff must be initially and continuously involved and supportive of any effort to decrease attrition.

Further, it can be concluded that a collective effort by the campus staff and faculty must be undertaken during the first six weeks of each quarter, as this appears to be the period during which most students drop out. In addition, the survey results suggest that those colleges which actively work to eliminate student isolation, boredom and irrevelancy, do have success in retaining students.

STUDENT RETENTION SURVEY, FALL QUARTER, 1979

The following are conclusions drawn from the results of the Fall Quarter Survey, 1979.

A profile of an Ohlone drop-out

Based on the results, it can be concluded that the major drop-out at Ohlone College is a white female, between nineteen and thirty-nine years of age, attends school in the evening on a part-time basis, and holds a high school diploma.

Primary interest in coming to Ohlone College

Students come to Ohlone College primarily to take selected courses. This finding matches the results of a state-wide study being carried out by the California Community and Junior College Association. Community College students are not program oriented in their goals. Another finding is that the College serves two distinct populations; evening and day. Day students primarily come to Ohlone College for general education and acquisition of knowledge, while evening students primarily come to take specific courses. Servicing the needs of these two populations must take into consideration the different goals of the students.

What is the highest degree you currently hold?

The results report that the majority of students have at least a high school diploma. Thus students coming to Ohlone College have had previous education, including twelve years of formal education.

How many units were you enrolled in the last quarter you attended Ohlone College?

The majority of students surveyed (85%), who dropped out, were enrolled in eleven or less units. Again, this result suggests that most

students who drop out are part-time students, more interested in specific classes.

What was your last major area of emphasis or interest?

The results of this question suggest that the interest of most students are scattered over a broad range of majors. One out of four students (24%) had no declared major, thus suggesting that career exploration programs and academic advisement could be of real benefit, not only for those without a declared major, but also for those who want to explore further their indentified goals. Finally, one out of five students (20%) reported an interest in business. This figure matches the national trend, which lists business as the hottest major at this time in colleges across the United States.

Reasons why a student might leave Ohlone College

It can be concluded that problems related to jobs are the greatest deterent to those who have to drop out. The scheduling of classes, the location of classes, and the time required for successful completion of a class all need to be reviewed. The establishment of shorter modules, covering smaller pieces of information, combined with on-site instruction near industry might be more attractive to students. Also, perhaps the semester system, could provide more flexibility in scheduling of smaller units of time than the present quarter system. Heald College and others seem to be very successful both in drawing and holding students by working with different time lines, and instructional styles. Finally, it should be mentioned that one out of five students (20%) left because they learned what they wanted. Again, one could conclude that the twelve-week time-line simply does not fit for all our students. Shorter time-lines may be more reasonable for those served.

Students degree of satisfaction with Ohlone College

It can be concluded from the results that students are satisfied with the quality of students, the cost of attending Ohlone College, the location of the College and the College in general. In short, most students that dropped out were impressed with the kind of educational experience they had at Ohlone College. It must also be stated that because of the error which surfaced, regarding the question, the question must be corrected for future use, for it would be very interesting to know exactly which students had "no contact" with various services and which students simply were "disatisfied" with specific College services.

Second question results on why students left

This question had results which somewhat paralleled those asked in the first question concerning why students left. The results suggest that the work schedule of many students (44%) simply gets in the way of their being able to continue at Ohlone. Again, the scheduling pattern of courses, the location and times of specific classes need to be reviewed to find ways of better meeting the scheduling problems of students.

What changes at Ohlone College, if any, do you think need to be made?

Instructional area: It can be concluded that the College should create a more extensive and more flexible class schedule, in addition to an expanded schedule.

Student services area: Continuing efforts to improve day and evening counseling services are urged. In addition, efforts to improve on-campus security, especially around the parking lot area were requested. Students also reported a continuing interest in social and cultural activities on campus and finally the need by staff to identify ways to improve the admissions/registration process.

Campus: Parking is perceived by a number of students that dropped out to be a deterent in their efforts to continue at Ohlone College. In addition, a number of students report that the walkways and stairs are poorly designed, dangerous when wet, and have led to injuries, and have discouraged some students in their efforts to continue at Ohlone. Finally, campus lighting is reported by some students to be an item which needs improvement. All these factors play a role in deterring some students from coming to Ohlone College.

College in general: It can be concluded that 546 (45%) students, even though they left Ohlone College, were pleased with the College in general, and reported no needed changes.

What are your future plans?

While students chose to leave Ohlone College, 722 (60%) of them plan to return to college at some future time. Rather than labeling these people drop-outs, a better label would be stop-out. To leave Ohlone is not always a bad decision and quite often represents a very wise decision on the part of the students. Finally, 761 (63%) students who left Ohlone College intend to work. It can be concluded that these students will be involved in activities both useful to themselves and hopefully useful to their community. Their intent is not to become total drop-outs in society!

Follow-up interview with fifty students

It can be concluded that the interview process was conducted in a successful manner, and that the survey itself was clear and easily understood by participants. The questions seemed appropriate.

When students were again asked why they left, the major reason given was work. This answer paralleled those answers reported in the major survey questions on why students left.

Most students reported to be pleased with their experience at Ohlone College, even though they dropped out.

Finally, a number of students were critical of the stairs, not simply with the number, but with the quality of the stairs. Apparently the stairs represent a real problem for a number of students.

RECOMMENDATIONS

The following recommendations are based on the results and conclusions of the study.

First, it is suggested that a task force on attrition/retention be established to:

* Study enrollment patterns for the 80's as they relate to Ohlone College.
* Review our present sources of enrollment.
* Examine what is presently being done to identify the potential drop-out; review ways to strengthen this early warning system.
* Evaluate special services such as tutoring, study skills center, peer counseling, hot-line, placement testing, academic advisement, remedial programs and re-entry programs; develop a way to both provide and organize these services into a more systematic approach.
* Study the results, conclusions and recommendations of this present study. In addition review other studies, and other work on retention in California.
* Determine ways to educate the staff and faculty on this issue, so as to gain their support.
* Establish and carry out a College plan to increase retention.

Second, it is a major finding of this study that continued efforts to improve contact between students and their instructors, counselors, special services, Admissions and Registration will go a long way to retain students. Specific recommendations include the following:

* Office hours convenient to students.
* Print student phone numbers on class rosters so instructor can easily contact students.
* Provide counseling on a more consistant basis in evening.
* Provide drop-in counseling in cafeteria during peek times.

* Admissions and Registration staff wear name tags.

* Place a picture of instructor by instructors' office door.

* Know student's name.

* Servent orientation by faculty and staff.

Third it is recommended that the scheduling of classes be examined. This would include a review of the quarter system verses the semester system. The sixteen week time line may provide more flexibility for short unit classes. In addition, site locations need to be reviewed. Since many students are simply interested in one course, rather than a program of courses, the colleges' ability to respond quickly to such needs, and schedule specific classes at convenient times and places is essential.

Forth, academic advisement via group and individual counseling should especially focus on the undeclared major, as one out of four students who leave fall into this group. Ways to identify these students should be developed. In addition, those who have identified an interest area should be informed about existing counseling services, career center, and special services.

Fifth, efforts to improve parking lot conditions, lighting, campus security and the condition of the stairs must be continued. For example, Handicapped students in wheel-chairs, who ride AC Transit, must be provided transportation up the hill. Presently, they cannot attend school on campus.

Sixth, establish an on-going research program for the college which would periodically examine different aspects of the population being reviewed. In addition, new questions need to be asked, to test the answers we base institutional decisions on presently. Faculty and staff should be encouraged and supported in their efforts to evaluate and strengthen their own areas of specialty, both through curriculum development and staff development.

Seventh, it is recommended that the task force on retention at the

College perform a marketing audit which would include the following:

O.C.C. = Ohlone Community College

Part I:

A. Markets
1. Who are O.C.C.'s major markets or potential students:
2. What are the major segments in each market?
3. What are the present and future size and the characteristics of each market segment?

B. Students
4. How do the students and the community members feel toward and perceive O.C.C.?
5. Why do applicants decide to enroll at O.C.C.?
6. What is the present and expected future state of student needs?

C. Competitors
7. Who are O.C.C.'s major competitors:
8. What trends can be seen in competition?

D. Social Environment
9. What are the main developments with respect to demography, economy, technology, government, and culture that effects O.C.C.'s enrollment?

E. Objectives
10. What are O.C.C.'s long-run and short-run overall objectives and marketing objectives?
11. Are the objectives stated in a clear hierarchial order and in a form that permits planning and measurement of achievment?
12. Are the marketing objectives reasonable for O.C.C given its competitive position, resources, and opportunities?

Part II: Detailed Marketing Activity Review

A. Programs
16. Should any programs or classes be phased out?
17. Should any programs or classes be added?
18. What is the general state of health of each program and the program mix as a whole?

B. Distribution
19. Are there alternative methods of distributing the programs or classes that would result in more service or less cost?
20. Does O.C.C. render adequate service along with its programs or classes for its students?

C. Advertising

21. Does O.C.C. adequately state its advertising objectives?
22. Does O.C.C. use the right amount of advertising?
23. Are the themes and copy effective?
24. Are the media well chosen?

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APPENDIX I

C.C.J.C.A. RESEARCH AND DEVELOPMENT COMMISSION RESPONSES

WHAT SOME CROCODILES DID

WHEN THEIR WATER-HOLE DRIED UP

IDEAS ON ATTRITION/ RETENTION

By C.C.J.C.A. Research & Development Commission

compiled by John Baker, Ohlone College, 1980

2/15/80

ATTRITION/RETENTION SURVEY RESPONSES

C.C.J.C.A. Research and Development Commission Responses To The Following Question:

WHAT ARE CALIFORNIA COMMUNITY COLLEGES DOING TO RETAIN STUDENTS?

IDEAS:

-The first six weeks is the most critical. Most of the drop-outs occur during this period.
-Gimmicks won't work(e.g. free lunch coupons for persistors)
-The benefits of an education must be marketed better
-Uncertainty about what to study is the most common reason for drop-out.
-Institutions should spend as much time,effort,and support to retain students as we do recruiting students
-Institutions must be intimately familiar with student characteristics
-Environmental conditions must be positive and of high quality (e.g. curriculum, classroom teaching, student activities, student services)
-Several factors emerge as significant in retention or loss of students(e.g. isolation, academic boredom, irrelevancy)
-A "caring" attitude has emerged, in national studies, as the most positive characteristic linked to retention.
-Institutions which mobilized all components of the institution towards student retention have been the most successful
-Improvement of academic advisement
-Special student orientation activities
-Institution contact with students who drop-out
-Special counseling programs
-Early warning system(classroom pre-tests)
-Academic support/learning services
-Student or peer advisors and counselors
-Curricular innovations for credit
-Expanded placement services
-New extra-curricular activities
-Better services for undeclared major
-Attrition may be a natural statistic that is beginning to establish itself. In other words, how do you retain students who may not wish to be retained?
-Students seem to be reacting to efforts that involve personal staff contacts. This is not new,but students are highly receptive to individual identification.
-A question that I would enjoy seeing the answer to is:What is the one thing that would have made you stay at the college?
-Established a marketing program for the college. At Chaffey, funds were allocated for a coordinated broad marketing program for the college. Surveys indicated that we are not getting the number of students, on a percentage basis, that we should get considering the local population. Therefore a marketing effort was installed
-Community-wide survey: A survey was distributed to all members of the community via the regular schedule of classes. The survey asked questions about citizens' needs, perceptions, etc. about the College. A completed questionnaire served as an entry blank for a drawing for a new car, to improve the return rate.
-Study skills center: Specialized assistance in reading math and study skills. Diagnisis of problems. Special low level classes
-Tutoring center: Use faculty and students to tutor

IDEAS CONTINUED: (2/15/80)

-Clearinghouse: Identify students by grades,instructor referral, etc. Peer advisors seek out the students and attempt to get them to a service-skills center,tutoring, counseling, etc.
-Women's re-entry: Special program and counselor for re-entering women
-Improved faculty advising: Folders on each student, advisor required to send letter to student and visit each student twice a semester/quarter.
-Placement testing: Re-introduced an entry placement test so as to better understand and advise
-Block scheduling: Certain programs allow students to attend classes in that area in multiple hour blocks so as to enable student to finish sooner and get to job market.
-Hot line: Students having problems and thinking about dropping can call hot line number and talk with counselor
-Instructor concern: When student misses class in early part of semester/quarter instructor calls student, expresses concern
-Post card: instructor sends post card saying "we missed you in class on--"
-Providing increased financial aide to students
-Provide increased tutoring, counseling and other support(EOPS)
-Targeting programs for underserved populations
-Scheduling classes in shorter time frames
-Southwest College, Chula Vista, San Diego County, Allan Mc Dougall(?): Developed a program of testing all incoming students in reading and math proficiency. Students doing poorly in these tests are actively advised to take appropriate remedial courses which apparently reduce attrition.
-Palomar College has set up an ad hoc outreach and retention committee which is promoting better community awareness of the College and its progress. Our enrollment and contact hours are up this fall, but so are those of most colleges in this area so that the effect of the committee is not certain so far.
-Orientation: Special peer assistants are trained to assist students in selecting classes. Orientation process made more meaningful. Aimed at giving students a good start
-Basic skills/assessment: Advising students on levels they should enroll in.. gives them more chance to succeed
-Faculty contact: Faculty members call students to ask them whey they haven't been attending class..indicate they missed them,etc,
-Research: Publish a list of attrition so that division deans can identify and work with instructors who have high attrition

The above ideas represent the thinking of nine members of the C.C.J.C.A. Research and Development Commission.

Compiled by John Baker, Counselor, Ohlone Community College, Fremont, California

February 15,1980

APPENDIX II

STUDENT CHARACTERISTICS DATA - 1980

APPENDIX II

STUDENT CHARACTERISTICS DATA - FALL 1980

Characteristic	Survey Group 1201 (16% of entire population or 46% of those students who actually dropped out of college		Ohlone College Entire Population (7670)	
	N	%	N	%
Ethnicity				
Black Non-Hispanic	46	3.8%	229	3 %
American Indian or Alaskan Native	14	1.2%	74	1 %
Asian or Pacific Islander	65	5.4%	535	7 %
Hispanic	112	9.3%	595	8 %
Non-Resident Alien	5	.5%	*	
White Non-Hispanic	959	79.8%	5871	77 %
				4 %
Totals	1201	100 %	7304	100 %
			*366 did not code ethnicity	
Age				
Under 19	113	10 %	1796	23 %
19-22	293	25 %	1735	22.8%
23-29	285	24 %	1563	20 %
30-39	290	24 %	1455	19 %
40-49	133	11 %	681	9 %
Ov-50	71	6 %	424	6 %
			16	.2%*
Totals	1201	100 %	7654*	100 %
			*16 did not code age	
Sex				
Female	739	62 %	4370	57 %
Male	462	38%	3300	43 %
Totals	1201	100 %	7670	100 %
Time of Classes				
Day only + Day/ evening	534	45 %	3983	52 %
Evening only	663	55 %	3687	48 %
Totals	1197*	100 %	7670	100 %
	*4 did not code class times			

APPENDIX III

SURVEY QUESTIONS

APPENDIX III

Student Name:
Social Security Number:
Age:
Sex:
Race:

Hi. Is this _____? I'm _____ from the Counseling Center of Ohlone College. A letter was recently sent you from Dr. Blomerley, our College president, asking for your help with a survey the College planned to run with students who have not returned to Ohlone. Our records show that you are not currently enrolled and have not graduated. Is that correct? With your permission, I'd like to get some of your opinions about your experiences here. This will take only about 15 minutes.

To start with, I will read four descriptions to you. At the end of each please rank on a 3 point scale, the degree to which this statement describes you with 3 being definitely true, 2 being somewhat true and 1 being not true at all.

_____ 1. DESCRIPTION A: My primary interest in coming to Ohlone was to increase my chances of getting a good job or to obtain training for a career.

_____ 2. DESCRIPTION B: My primary interest in coming to Ohlone was to get a general education and acquire knowledge.

_____ 3. DESCRIPTION C: My primary interest in coming to Ohlone was only to enroll in selected courses.

_____ 4. DESCRIPTION D: My primary interest in coming to Ohlone was to help me find out what I wanted out of life.

_____ 5. What is the highest degree you currently hold?

(A) GED equivalency
(B) High school diploma
(C) High school proficiency exam
(D) Associate degree
(E) Bachelor's degree
(F) Master's degree
(G) Professional degree (includes only dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
(H) Doctor's degree (e.g., Ph. D., Ed. D., D.B.A.)
(I) No degree or diploma
(J) Other

_____ 6. How many units were you enrolled in the last quarter you attended Ohlone?

(A) 12 or more = full time
(B) 11 or less = part time

_____ 7. What was your last major area of emphasis or interest?

(A) Applied arts (photography, fashion, interior design)
(B) Fine arts (sculpture, theater, music)
(C) Business (accounting, marketing, secretarial, hotel and restaurant services)
(D) Communication (broadcasting, journalism, public relations, advertising)
(E) Public services (police science, public administration, social welfare, transportation)
(F) Behavioral sciences (sociology, psychology, anthropology)
(G) Social sciences (economics, political science, history)
(H) Physical sciences (chemistry, biology, mathematics, physics)
(I) Natural resources (agriculture, landscape technology, wildlife management)
(J) Engineering or architecture
(K) Technology (computer studies, engineering technology drafting, optics)
(L) Trade and industry (auto mechanics, plumbing, carpentry, machinist)
(M) Home Economics (clothing and textiles, dietetics, home management)
(N) Personal services (food technology, cosmetology, child management)
(O) Health services (medical technician, nurse, physical therapist)
(P) Education (elementary, secondary, special)
(Q) Liberal arts and humanities (languages, literature, ethnic studies, philosophy)
(R) Physical education, coaching, athletic training
(S) Undeclared

I'm going to read you a list of several reasons why a student might leave Ohlone. After I've read each item, please rank on a 3 point scale the degree to which this item describes you. The numbers signify the following:

3= Major Reason 2= Minor Reason 1= Not A Reason

Academic

_____ 8. Low grades
_____ 9. Found courses too difficult
_____ 10. Inadequate study techniques or habits
_____ 11. Needed a temporary break from studies
_____ 12. Major or courses not available at this college
_____ 13. Unsure of major and needed to leave college to decide on possible careers
_____ 14. Course work not challenging
_____ 15. Learned what I came to learn
_____ 16. Dissatisfaction with major department

Employment

_____ 17. Conflict between job and studies
_____ 18. Accepted a job and didn't need more college
_____ 19. Went into military service
_____ 20. Couldn't find a job

Financial

_____ 21. Not enough money to go to college
_____ 22. Applied but could not obtain financial aid
_____ 23. Financial aid was not sufficient
_____ 24. Child care not available or too costly

Personal Circumstances

_____ 25. Found study too time-consuming
_____ 26. Home responsibilities were too great
_____ 27. Illness, personal or family
_____ 28. Personal problems
_____ 29. Fulfilled my personal goals in college
_____ 30. Marital situation changed my education plans
_____ 31. Moved out of the area
_____ 32. Housing

Now, I'm going to read you a list of items describing various aspects of the College. After you've read each item, please rank on a 3 point scale the degree of satisfaction you have had with each aspect, with 3 being great, 2 being little to moderate and 1 being none. If you have had no contact with an item, please say so.

Degree of Satisfaction

Great	Little	None
3	2	1

_____ 33. Counseling/guidance services
_____ 34. Academic advising services
_____ 35. Library services
_____ 36. Employment opportunities
_____ 37. Financial aid opportunities
_____ 38. Cost of attending this college
_____ 39. Enrollment size of this college
_____ 40. Rules and regulations at this college
_____ 41. Extra-curricular opportunities
_____ 42. Intellectual stimulation
_____ 43. Cultural opportunities
_____ 44. Social opportunities
_____ 45. Recreational facilities
_____ 46. Location of this college
_____ 47. Grading system
_____ 48. Course content in your major field
_____ 49. Teaching in your major field
_____ 50. Amount of contact with your instructors
_____ 51. Scheduling of classes
_____ 52. Relevance of your major field to your career goals
_____ 53. Information given to you about this college before enrolling
_____ 54. Quality of students
_____ 55. The college in general
_____ 56. Physical barriers (handicapped)

What were your major reasons for leaving Ohlone College?

(For the categories below code a "1" in the blank space for all reasons which were volunteered by the student.)

Fulfilled Goals

_____57. Fulfilled needed units/courses

_____58. Only exploring in the first place.

_____59. Other

Academic

Admission

_____60. Turned down for admission to program here

_____61. Not first academic choice - transferred

_____62. Other

Status

_____63. Prefer more prestigious school

_____64. Low caliber of students

_____65. Other

Difficulty Level

_____66. Poor performance

_____67. Academic standards too high

_____68. Academic standards too low

_____69. Other

Limitations of Academic Program

_____70. Availability of courses (limited/inconvinient times)

_____71. Absence of or limited range of courses, programs, degrees.

_____72. Excessive or rigid requirements for degree, major of program

_____73. Unhappy with particular academic orientation of faculty/department

_____74. Not relevant (PROBE)

_____75. Unhappy with faculty, dept. or particular faculty members for reasons other than academic approach or competence - fairness, personality clash, etc.

_____76. Lack of resources (equipment, special aids)

_____77. Other

Social/Extracurricular

_____78. Moved away from home

_____79. Friends elsewhere

_____80. Not enough social life here

_____81. Extracurricular program better elsewhere

_____82. Commuter school (PROBE)

_____83. Other

Administrative

_____84. Red tape (disorganized, hard to get things done)

_____85. General lack of interest in students

_____86. Inaccessible (lack of input opportunities for students)

_____87. Other

Physical Setting

_____88. Isolation of school from community

_____89. Don't like location (Fremont)

_____90. Campus Aesthetics

_____91. Other

Practical

_____92. Too far away from residence

_____93. Had to leave area

_____94. Financial work

_____95. Work schedule

_____96. Other

Personal

_____97. Health

_____98. Planning to or got married

_____99. Pregnancy

_____100 Family problems or considerations (including health of family members)

_____101 Babysitting problems

_____102 Emotional problems

_____103 Lost interest (in field, planned occupation or school in general)

_____104 Lack of direction (did not have a goal to keep me going

_____105 Need a rest (tired of school)

_____106 See what non academic world is like

_____107 Personal unspecified

_____108 Other

Regarding the class/classes you enrolled in, were they:

_____ 109. (A) Daytime only

(B) Evenings only

(C) Both day and evening

Two more questions:

What changes at Ohlone College, if any, do you think need to be made?
(None-coded question)

None

Change #1 _____

Change #2 _____

Change #3 _____

Change #4 _____

Change #5 _____

Change #6 _____

What are your future plans?
(Code with "1")

_____ 110. Work

_____ 111. Job seeking

_____112. Attending College

_____113. Travel

_____114. Homemaker/family

_____115. Military service

_____116. Rest-relax - do nothing, avocational

_____117. Don't know

That's it. I want to thank you for your time and consideration in helping us further the goals of the college.

Appendixes IV through XII, containing computer print outs with raw survey data, were deleted due to irreproducibility.

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